

Exploring the Nexus of Holistic Education and College Readiness: Insights from K-12 Graduates in the Philippines

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ABSTRACT This qualitative study examined how holistic education is related to the college readiness of Filipino K-12 graduates. It was framed in the four pillars of education and structuration theory. The Focus Group Discussion (FGD) explored fourteen (14) first-year college students, in a public university in the northern Philippines. Thematic analysis was used to analyze the participants' responses obtained from a semi-structured interview guide. The results showed that study participants had partially acquired the elements of holistic education and had perceived themselves as partially college-ready. Such acquisition is influenced by the K-12 program's curricular features and the learner and teacher-related factors. The relationship of holistic education and college readiness becomes possible only when an orderly, stable, and harmonious interplay of structure and agency is in place, yielding to a seamless and integrated transition of the K-12 graduates from basic to tertiary education.